

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

ART DEPARTMENT

APPLIED ART 3 & HONORS APPLIED ART 4

Grade Level: 9-12

Credits: 5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 30, 2010

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

Course Philosophy

Unique opportunities to inspire, guide, and provoke creative thought in students should always be pursued in education. One of the goals during all Applied Art course experiences is to develop students into lifelong learners with an appreciation for the arts. Because human passion and the desire for self expression is still encouraged today, Applied Art curricula can reaffirm a necessary link in educational systems by establishing proper training for tomorrow's creative thinkers.

Course Description

The Freehold Regional High School District four year program begins with the sequential foundation of Applied Art I and progresses to the more independent study of Honors Applied Art IV. Applied Art I and II focuses on the goals of increasing student's powers of perception while developing a familiarity of materials. Applied Art III and Honors Applied Art IV involve more personal choices by the student and the development of the art portfolio by future art majors.

Applied Art III encourages craftsmanship and self-expression. Visual problem solving is emphasized and creative solutions of specific assignments are promoted. In this advanced class the students continue to develop original design applications, aesthetics awareness and learned critique methodologies through innovative applications using clay, metal and fibers. Included in these studies is the incorporation of technology and the proper handling and safe usage of art materials. Emphasis on quality gives students a basis for portfolio preparation.

Honors Applied Art IV is an advanced art course challenging students to further push their creative potential using the media of their choice. At this level the students will be able to develop a body of work that is of professional standards. Students taking this full year course will receive honors credit with significant preparation and attention to portfolio and interviews.

Freehold Regional High School District
Curriculum Map

Applied Art III & Honors Applied Art IV

| Relevant Standards ¹ | Enduring Understandings | Essential Questions | Assessments | | |
|---|---|---|---|---|---|
| | | | Diagnostic (before) | Formative (during) | Summative (after) |
| <p>1.1 The Creative Process <i>All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre and visual art.</i></p> | <p>The arts instill creative, critical thinking, collaborations and problem solving skills needed for life.</p> <p>The elements and principles of design are the fundamentals of art.</p> <p>Safety measures and equipment should always be considered while creating works of art.</p> | <p>How do the arts foster decision making and the ability to think creatively?</p> <p>How is imagination and fresh perspective fostered within an individual?</p> <p>What specific works of art communicate meaning?</p> <p>How are particular works of art used as a means to express ideas?</p> <p>How do the elements and principles of design guide the creation of art?</p> <p>How can the application of the elements and principles of design create meaning in individual artwork?</p> <p>How do the elements and principles of design affect decision making during the creative process?</p> <p>What are the safety concerns considered when using various materials and methods in the creation of works of art?</p> <p>Why is it important to follow safety procedures while creating works of art?</p> | <p>Questions/ Discussions</p> <p>Anticipatory Set Questions</p> | <p>Teacher handouts</p> <p>Appropriate daily tasks (effort, participation and clean up)</p> <p>Following directions</p> <p>Appropriate time management skills</p> <p>Quizzes/homework</p> <p>Unit tests</p> <p>Observations</p> <p>Class work</p> <p>Projects/ Project comprehension</p> <p>Individual/class critique</p> | <p>Finished Projects</p> <p>Project Rubrics (when appropriate)</p> <p>Final Cumulative Exam</p> <p>Individual Critique</p> <p>Finished Projects</p> |
| <p>1.2 History of the Arts and Culture: <i>All students will understand the role, development, and influence of the arts throughout history and across cultures.</i></p> | <p>Culture and historical events help dictate art movements throughout history.</p> <p>Awareness and involvement in the arts</p> | <p>Does art define culture or does culture define art?</p> <p>What influences have world culture had on artistic interpretations and responses throughout history?</p> <p>How and why do works of art reflect diverse cultures, beliefs and society?</p> <p>In what ways do traditional methods and forms of artistic expression</p> | | | |

| Relevant Standards ¹ | Enduring Understandings | Essential Questions | Assessments | | |
|---|--|---|---------------------|--------------------|-------------------|
| | | | Diagnostic (before) | Formative (during) | Summative (after) |
| | allow for positive contributions to society. | <p>affect today's artwork?</p> <p>How do innovations in the arts impact society?</p> <p>How can art be a representation of an individual's response to the world?</p> <p>Why do the arts help preserve and convey cultural heritage?</p> <p>What is the role of the arts in society?</p> | | | |
| <p>1.3 Performing: <i>All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual arts.</i></p> | <p>Artwork represents a range of expressions, materials, designs and principles.</p> <p>Relationships of various art media allows for different artistic styles.</p> <p>New art media and methodologies assist in the interpretation, rendering and presentation of artwork.</p> | <p>Is it possible to interpret and express emotions through works of art?</p> <p>How does art encourage self expression?</p> <p>Why is art an effective way of expressing ideas and emotions?</p> <p>In what ways can the production of artwork in one or more mediums demonstrate different artistic styles?</p> <p>Is there a limit or range of conceptual approaches when creating art?</p> <p>In what ways does technology assist with the interpretation, rendering and presentation of artwork?</p> <p>Why is technology important to artistic performance?</p> | | | |

| Relevant Standards ¹ | Enduring Understandings | Essential Questions | Assessments | | |
|--|--|---|---------------------|--------------------|-------------------|
| | | | Diagnostic (before) | Formative (during) | Summative (after) |
| <p>1.4 Aesthetic Responses & Critique Methodologies: <i>All students will demonstrate and apply an understanding of art philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</i></p> | <p>The study of critique methodologies and aesthetics are essential in having a meaningful artistic experience.</p> <p>The practice of critique helps develop a sense of aesthetics leading to artistic, personal growth and the ability to make informed judgments.</p> | <p>What are the essential skills learned through critique and aesthetics?</p> <p>How does aesthetic awareness assist in interpretation, appreciation and awareness of the arts?</p> <p>How can critique methods such as aesthetic scanning and peer critique help develop a variety of approaches to individual art making?</p> <p>How does the practice of aesthetics and critique portray different responses to artwork?</p> <p>What does personal imagery mean in art?</p> <p>How can critique and aesthetics assist with familiarity of different styles in art while developing meaning, curiosity and awareness?</p> | | | |

**Freehold Regional High School District
Course Proficiencies and Pacing
Applied Art III & Honors Applied Art IV**

| Unit Title | Unit Understandings and Goals | Recommended Duration |
|--|--|-------------------------------|
| Unit #1: Elements and Principles of Design | <p>The elements and principles of design are the fundamentals of art. Artwork represents a range of expressions, materials, designs and principles.</p> <ol style="list-style-type: none"> 1. Students will apply the elements and principles of design to works of art. 2. Students will recognize the relevance of the elements and principles and how each relates within a working composition. | Ongoing throughout the course |
| Unit #2: Materials and Methods | <p>Artwork represents a range of expressions, materials, designs and principles. Safety measures and equipment should always be considered while creating works of art. New art media and methodologies assist in the interpretation, rendering and presentation of artwork.</p> <ol style="list-style-type: none"> 1. Students will prioritize steps needed to create a work of art 2. Students will identify and employ the proper materials and methods needed to create specific works of art. | Ongoing throughout the course |
| Unit #3: Creation/Performance | <p>The arts instill creative, critical thinking, collaborations and problem solving skills needed for life. Artwork represents a range of expressions, materials, designs and principles. Relations of various art media allows for different artistic styles.</p> <ol style="list-style-type: none"> 1. Students will design and create original artwork. 2. Students will formulate and express different artistic styles in various media. 3. Students will evaluate ones personal work and that of their peers using positive commentary through different methods of critique. | Ongoing throughout the course |
| Unit #4: Aesthetic Appreciation | <p>The study of critique methodologies and aesthetics are essential in having a meaningful artistic experience. The practice of critique helps develop a sense of aesthetics leading to artistic personal growth and the ability to make informed judgments.</p> <ol style="list-style-type: none"> 1. Students will interpret and judge works of art. 2. Students will formulate responses to artwork. | Ongoing throughout the course |
| Unit #5: Art History | <p>Cultural and historical events help dictate movements throughout history. Awareness and involvement in the arts allow for positive contributions to society.</p> <ol style="list-style-type: none"> 1. Students will familiarize themselves with periods of art history in relation to technique and philosophy. 2. Students will summarize and reflect upon how various art forms preserve cultural heritage. | Ongoing throughout the course |

Freehold Regional High School District
Applied Art III & Honors Applied Art IV
Unit #1: Elements and Principles of Design

Enduring Understandings: The elements and principles of design are the fundamentals of art.
 Artwork represents a range of expressions, materials, designs and principles.

Essential Questions: How do the elements and principles of design guide the creation of art? How can the application of the elements and principles of design create meaning in individual artwork? How do the elements and principles of design affect decision making during the creative process?
 Is it possible to interpret and express emotions through works of art? How does art encourage self expression? Why is art an effective way of expressing ideas and emotions?

Unit Goals: Students will be able to apply the elements and principles of design to works of art.
 Students will be able to recognize the relevance of the elements and principles within a working composition.

Duration of Unit: Ongoing throughout course

NJCCCS: AR.9-12.1.1.12(D), AR.9-12.1.2.12(A), AR.9-12.1.3.12(D), AR.9-12.1.4.12(A, B), 12.9.2.F, TEC.9-12.8.1.12 (B, E, F)

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|--|--|--|---|---|
| <p>What are the elements and principles of design and why are they important in the creation of artwork?</p> <p>Why is acquiring the skills in design essential to quality Art making?</p> <p>How do the principles guide the arrangement of the elements of design?</p> <p>How can positive and negative space effect design quality?</p> | <p>Identify the importance of the Elements and Principles of Design: (Introduced at beginning of course, continuing theme throughout): 7 Formal Elements: Value, Line, Color, Space, Shape, Texture (actual and implied), Form Principles: Balance (asymmetry/symmetry), Pattern, Proportion, Emphasis, Contrast, Gradation, etc...</p> <p>Incorporate different lessons emphasizing the elements of design: line, space, shape, form, color, value and texture.</p> <p>Complete an exercise emphasizing negative space/Complete an exercise emphasizing the importance of positive and negative space.</p> <p>Incorporate different lessons which call attention to how the principles are used to organize the elements of design: balance, emphasis, proportion, repetition (pattern), gradation, contrast...</p> <p>Formulate lessons which challenge students' knowledge and skill from prior learning in Applied Art I & II.</p> <p>Suggested content areas: (see Appendix A) Metal: Pierce and cut, filing, sanding, polishing Clay: Hand building, pinch, coil and slab Fiber: Batik, basket making, weaving, etc... Mixed Media: (See appendix A) Use of elements and principles with various materials: glass, clay, fabric, metal, etc...</p> | <p>Teacher demonstrations</p> <p>Art history references</p> <p>Teacher handouts and worksheets</p> <p>Image resources: Art books, magazines, newspaper & internet.</p> <p>Student projects from previous years (use as examples).</p> <p>Use of technology for visual reference and guide.</p> | <p><u>Class discussions and practices:</u></p> <p>Teacher demonstrations: applicable to specific projects</p> <p>Applications of the elements/principles of design Suggested materials: design grid, metal, clay, fabric...</p> <p>Compare and contrast: actual and implied surface textures.</p> <p>Observations and feedback throughout projects regarding proper handling and use of art media and materials.</p> <p>Break projects down into mini lessons when necessary.</p> <p>Daily/ weekly student activities for proper assessment of student learning (content review, class observations, question/answer, quizzes, content trivia involving teamwork, etc.).</p> <p>Use of technology for visual reference and guide.</p> | <p>Quizzes</p> <p>Unit tests</p> <p>Class work</p> <p>Completed projects/Project comprehension</p> <p>Project rubrics – where appropriate</p> <p>Following directions</p> <p>Time Management</p> <p>Responses to class discussions</p> <p>Class participation</p> |

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional project time, and use of visual and auditory teaching methods (recommendations: discovery education, group projects...).
- A wide variety of assessments and strategies complement the individual learning experience.

**Freehold Regional High School District
Applied Art III & Honors Applied Art IV
Unit #2 Materials and Methods**

Enduring Understandings: Artwork represents a range of expressions, materials, designs and principles.

Safety measures and equipment should always be considered while creating works of art.

New art media and methodologies assist in the interpretation, rendering and presentation of artwork.

Essential Questions: Is it possible to interpret and express emotions through works of art? How does art encourage self expression?

Why is art an effective way of expressing ideas and emotions? What are the safety concerns considered when using various materials and methods in the creation of works of art? Why is it important to follow safety procedures while creating works of art?

In what ways does technology assist with the interpretation, rendering and presentation of artwork? Why is technology important to artistic performance?

Unit Goals: Students will be able to prioritize steps needed to create a work of art.

Students will be able to identify and employ the proper materials and methods needed to create specific works of art.

Duration of Unit: Ongoing throughout the course

NJCCCS: AR.9-12.1.1.12(D), AR.9-12.1.2.12(A), AR.9-12.1.3.12(D), AR.9-12.1.4.12(A, B), 12.9.2.F, TEC.9-12.8.1.12 (B, E, F)

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|---|--|--|--|---|
| <p>What is the correlation between medium and technique in creating different works of art?</p> <p>Why is it important to follow safety procedures in the applied art studio?</p> <p>What kind of safety concerns should be considered when creating various art projects?</p> <p>How can the elements of design be applied to various materials and methods?</p> <p>To what extent must an artist master specific techniques and methods in order to produce a work of art?</p> <p>How do the individual traits of art media affect artwork?</p> | <p>Incorporate lessons which help students distinguish the unique expressive qualities of art materials in relation to a finished work.</p> <p>Explain various methods used to produce 3-dimensional art.</p> <p>Encourage students to go beyond their comfort zone when using familiar mediums.</p> <p>Restate prior learning and encourage students to practice using different materials and methods.</p> <p>Identify the unique expressive qualities of art materials in relation to a finished work.</p> <p>Recognize and successfully apply various techniques in diversified applied art areas.</p> <p>Practice safety rules and regulations within the various areas of the applied arts.</p> <p>Suggested materials and methods: (see Appendix A) Metal: Pierce and cut, filing, sanding, polishing Clay: Hand building, pinch, coil and slab Fiber: Batik, basket making, weaving, etc... Mixed Media: (See appendix A) Use of elements and principles with various materials: glass, clay, fabric, metal, etc...</p> | <p>Teacher demonstrations</p> <p>Art history references</p> <p>Teacher handouts and worksheets</p> <p>Image resources: Art books, magazines, newspaper & internet.</p> <p>Student projects from previous years (use as examples).</p> <p>Use of technology for visual reference and guide.</p> | <p><u>Class discussions and practices:</u></p> <p>Teacher demonstrations: applicable to specific projects</p> <p>Applications of the elements/principles of design Suggested materials: design grid, metal, clay, fabric...</p> <p>Observations and feedback throughout projects regarding proper handling and use of art media and materials.</p> <p>Break projects down into mini lessons when necessary.</p> <p>Daily/ weekly student activities for proper assessment of student learning (content review, class observations, question/answer, quizzes, content trivia involving teamwork, etc.).</p> <p>Use of technology for visual reference and guide.</p> <p>Proper handling of materials in the classroom.</p> <p>Illustrate how to create a successful portfolio for college interviews.</p> | <p>Quizzes</p> <p>Unit tests</p> <p>Class work</p> <p>Completed projects/Project comprehension</p> <p>Project rubrics – where appropriate</p> <p>Following directions</p> <p>Time Management</p> <p>Responses to class discussions</p> <p>Class participation</p> |

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional project time, and use of visual and auditory teaching methods (recommendations: discovery education, group projects...).
- A wide variety of assessments and strategies complement the individual learning experience.

Freehold Regional High School District
Applied Art III & Honors Applied Art IV
Unit #3: Creation and Performance

Enduring Understandings: The arts instill creative, critical thinking, collaborations and problem solving skills needed for life.
 Artwork represents a range of expressions, materials, designs and principles.
 Relations of various art media allows for different artistic styles.

Essential Questions: How do the arts foster decision making and the ability to think creatively? How is imagination and fresh perspective fostered within an individual?
 What specific works of art communicate meaning? How are particular works of art used as a means to express ideas?
 In what ways can the production of artwork in one or more mediums demonstrate different artistic styles? Is there a limit or range of conceptual approaches when creating art? Is it possible to interpret and express emotions through works of art? How does art encourage self expression?
 Why is art an effective way of expressing ideas and emotions?

Unit Goals: Students will be able to design and create original artwork.
 Students will be able to formulate and express different artistic styles in various media.
 Students will be able to evaluate ones personal work and that of their peers using positive commentary through different methods of critique.

Duration of Unit: Ongoing throughout course

NJCCCS: AR.9-12.1.1.12(D), AR.9-12.1.2.12(A), AR.9-12.1.3.12(D), AR.9-12.1.4.12(A, B), 12.9.2.F, TEC.9-12.8.1.12 (B, E, F)

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|---|---|---|--|---|
| <p>What makes artwork successful?</p> <p>How can the elements of design be used to express artistic concepts in two and three dimensional works of art?</p> <p>What are different careers paths affiliated within the applied arts?</p> <p>How can the production of original works of art be created by applying the elements and principles of design?</p> <p>Why is it important to understand how to apply correct units of measurement to artwork?</p> | <p>Encourage students to experiment with different art forms and styles within the media of their choice.</p> <p>Emphasize the arrangement of elements to create interest.</p> <p>Complete a project focused on space and form incorporating pattern, texture and line.</p> <p>Incorporate lessons in which students are able to apply original designs in the media of their choice.</p> <p>Combine skills learned previously with new concepts and materials.</p> <p>Create lessons which identify the significance and the differences of media such as clay, metal or fabric and how each can be manipulated.</p> <p>Complete a project evolving artwork from two dimensional shape into 3 dimensional form</p> <p>Outline different applications of the applied arts.</p> <p>Suggested project areas: (see Appendix A) Metal: Pierce and cut, filing, sanding, polishing Clay: Hand building, pinch, coil and slab Fiber: Batik, basket making, weaving, etc... Mixed Media: (See appendix A) Use of elements and principles with various materials: glass, clay, fabric, metal, etc...</p> | <p>Teacher demonstrations</p> <p>Art history references</p> <p>Teacher handouts and worksheets</p> <p>Image resources: Art books, magazines, newspaper & internet.</p> <p>Student projects from previous years (use as examples).</p> <p>Use of technology for visual reference and guide.</p> | <p><u>Class discussions and practices:</u></p> <p>Teacher demonstrations: applicable to specific projects Teacher mini-lesson: The importance of time management (relate to real life situations). Applications of the elements/principles of design Suggested materials: design grid, metal, clay, fabric... Observations and feedback throughout projects regarding proper handling and use of art media and materials. Break projects down into mini lessons when necessary. Daily/ weekly student activities for proper assessment of student learning (content review, class observations, question/answer, quizzes, content trivia involving teamwork, etc.).</p> <p>Use of technology for visual reference and guide. Proper handling of materials in the classroom. Illustrate how to create a successful portfolio for college interviews.</p> <p>Review units of measurements:</p> <ul style="list-style-type: none"> • Review to use and read a ruler. • Introduce units of measurement in relation to their works in progress | <p>Quizzes</p> <p>Unit tests</p> <p>Class work</p> <p>Completed projects/Project comprehension</p> <p>Project rubrics – where appropriate</p> <p>Following directions</p> <p>Time Management</p> <p>Responses to class discussions</p> <p>Class participation</p> |

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional project time, and use of visual and auditory teaching methods (recommendations: discovery education, group projects...).
- A wide variety of assessments and strategies complement the individual learning experience.

Freehold Regional High School District
Applied Art III & Honors Applied Art IV
Unit #4: Aesthetic Appreciation

Enduring Understandings: The study of critique methodologies and aesthetics are essential in having a meaningful artistic experience.

The practice of critique helps develop a sense of aesthetics leading to artistic personal growth and the ability to make informed judgments.

Essential Questions: What are the essential skills learned through critique and aesthetics? How does aesthetic awareness assist in interpretation, appreciation and awareness of the arts? How can critique methods such as aesthetic scanning and peer critique help develop a variety of approaches to individual art making? How does the practice of aesthetics and critique portray different responses to artwork? What does personal imagery mean in art? How can critique and aesthetics assist with familiarity of different styles in art?

Unit Goals: Students will be able to interpret and judge works of art.

Students will be able to formulate responses to artwork.

Duration of Unit: Ongoing throughout course

NJCCCS: AR.9-12.1.1.12(D), AR.9-12.1.2.12(A), AR.9-12.1.3.12(D), AR.9-12.1.4.12(A, B), 12.9.2.F, TEC.9-12.8.1.12 (B, E, F)

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|--|---|--|--|---|
| <p>How the arrangement elements affect one another and impact artwork?</p> <p>How does the viewer react to an artist's design choices?</p> <p>How can critique improve artwork?</p> <p>How can decisions about the placement of elements and principles of design affect the viewer's interpretation of a work or art?</p> <p>Why is a work of art examined within the context of the time and culture in which it was created?</p> <p>How can the elements and principles of design be used to create meaningful artwork?</p> | <p>Employ individual and class critiques</p> <p>Emphasize how critique and aesthetics can assist in improving artwork.</p> <p>Incorporate different styles and techniques using the elements and principles to evoke meaning, curiosity and awareness in artwork.</p> <p>Evaluate how critique may affect the creation and modification of an existing or new artwork.</p> <p>Suggest activities in which students explore a new art movement using familiar materials previously learned.</p> <p>Suggested content for critique methods: Metal: Pierce and cut, filing, sanding, polishing Clay: Hand building, pinch, coil and slab Fiber: Batik, basket making, weaving, etc... Mixed Media: (See appendix A) Use of elements and principles with various materials: glass, clay, fabric, metal, etc...</p> | <p>Teacher demonstrations</p> <p>Art history references</p> <p>Teacher handouts and worksheets</p> <p>Image resources: Art books, magazines, newspaper & internet.</p> <p>Student projects from previous years (use as examples).</p> <p>Use of technology for visual reference and guide.</p> | <p><u>Class discussions and practices:</u></p> <p>Teacher demonstrations: applicable to specific projects</p> <p>Teacher mini-lesson: The importance of time management (relate to real life situations).</p> <p>Applications of the elements/principles of design Suggested materials: design grid, metal, clay, fabric...</p> <p>Observations and feedback throughout projects regarding proper handling and use of art media and materials.</p> <p>Break projects down into mini lessons when necessary.</p> <p>Daily/ weekly student activities for proper assessment of student learning (content review, class observations, question/answer, quizzes, content trivia involving teamwork, etc.).</p> <p>Use of technology for visual reference and guide.</p> <p>Proper handling of materials in the classroom.</p> <p>Illustrate how to create a successful portfolio for college interviews.</p> | <p>Quizzes</p> <p>Unit tests</p> <p>Class work</p> <p>Completed projects/Project comprehension</p> <p>Project rubrics – where appropriate</p> <p>Following directions</p> <p>Time Management</p> <p>Responses to class discussions</p> <p>Class participation</p> |

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional project time, and use of visual and auditory teaching methods (recommendations: discovery education, group projects...).
- A wide variety of assessments and strategies complement the individual learning experience.

Freehold Regional High School District
Applied Art III & Honors Applied Art IV
Unit #5: Art History

Enduring Understandings: Cultural and historical events help dictate movements throughout history.

Awareness and involvement in the arts allow for positive contributions to society.

Essential Questions: Does art define culture or does culture define art? What influences have world culture had on artistic interpretations and responses throughout history? How and why do works of art reflect diverse cultures, beliefs and society? In what ways do traditional methods and forms of artistic expression affect today's artwork?

Unit Goals: Students will familiarize themselves with periods of art history in relation to technique and philosophy.

Students will be able to summarize and reflect upon how various art forms preserve cultural heritage.

Duration of Unit: Ongoing throughout course

NJCCCS: AR.9-12.1.1.12(D), AR.9-12.1.2.12(A), AR.9-12.1.3.12(D), AR.9-12.1.4.12(A, B), 12.9.2.F, TEC.9-12.8.1.12 (B, E, F)

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|---|--|--|--|---|
| <p>Why is it important to understand previous art methods?</p> <p>How does art history influence present artwork?</p> <p>How has art been used in provoking thought?</p> <p>How have previous metals, fibers and ceramic practices been used throughout art history?</p> | <p>Incorporate different art movements into lessons.</p> <p>Introduce artists who represent different approaches within an art movement.</p> <p>Incorporate various artists who represent specific media relevant to student interest and projects.</p> <p>Evaluate the impact of innovations in the applied arts from various historical periods.</p> <p>Compare and contrast the stylistic characteristics of a given historical period within the applied arts.</p> <p>Suggested content to explore cultural and historic studies: (see appendix A) Metal: Pierce and cut, filing, sanding, polishing Clay: Hand building, pinch, coil and slab Fiber: Batik, basket making, weaving, etc... Mixed Media: (See appendix A) Use of elements and principles with various materials: glass, clay, fabric, metal, etc...</p> | <p>Teacher demonstrations</p> <p>Art history references</p> <p>Teacher handouts and worksheets</p> <p>Image resources: Art books, magazines, newspaper & internet.</p> <p>Student projects from previous years (use as examples).</p> <p>Use of technology for visual reference and guide.</p> | <p><u>Class discussions and practices:</u></p> <p>Teacher demonstrations: applicable to specific projects</p> <p>Teacher mini-lesson: The importance of time management (relate to real life situations).</p> <p>Applications of the elements/principles of design Suggested materials: design grid, metal, clay, fabric...</p> <p>Observations and feedback throughout projects regarding proper handling and use of art media and materials.</p> <p>Break projects down into mini lessons when necessary.</p> <p>Daily/ weekly student activities for proper assessment of student learning (content review, class observations, question/answer, quizzes, content trivia involving teamwork, etc.).</p> <p>Use of technology for visual reference and guide.</p> <p>Proper handling of materials in the classroom.</p> <p>Illustrate how to create a successful portfolio for college interviews.</p> | <p>Quizzes</p> <p>Unit tests</p> <p>Class work</p> <p>Completed projects/Project comprehension</p> <p>Project rubrics – where appropriate</p> <p>Following directions</p> <p>Time Management</p> <p>Responses to class discussions</p> <p>Class participation</p> |
| <p><u>Suggestions on how to differentiate in this unit:</u></p> <ul style="list-style-type: none"> • Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional project time, and use of visual and auditory teaching methods (recommendations: discovery education, group projects...). • A wide variety of assessments and strategies complement the individual learning experience. | | | | |

METAL

Suggested Objective:

Interpret the Elements and Principles of Design as applied to metal crafts.

Render designs for use in metal crafts.

Recognize traditional and contemporary metal crafts.

Use tools, terminology and equipment properly and safely.

Suggested Activities:

Pierce and Cut

Forming

Enameling

Engraving

Wire techniques

Stamping

Texturing

Suggested Materials, Tools and Vocabulary:

Copper, Nickel, Nu-Gold, Wire, Beads, enamels

Tools: saw blade, bench pin, C-clamp, files, emery papers, pliers, polishing compounds (rouge, tripoli, et al), dremel, buffer, polishing cloth, hammers, mallets, stamps, anvil, stakes, mandrel, findings, kiln, flexible shaft, drill bits.

CLAY

Suggested Objectives:

Recognize the relevancy of creating renderings for designs prior to the construction of pottery

Identify the many stages of clay

Recall pottery vocabulary

Demonstrate safe implementation of tools and materials in the studio.

Suggested Activities:

Masks, tile, mosaic, picture frames, appliqué, sprigging

Surface decoration techniques : such as but not limited to the use of the following: majolica, underglaze, painting, pouring, dripping, waxing, spattering, stains as well as incising, recessing, pressing, stamping, sprigging, slip casting and sgraffito

Suggested Materials, Tools and Vocabulary:

Clay: Earthenware, stoneware, polymer, glass.

Tools: Fettling knives, wooden modeling tools, teasing needles, hard and soft kidneys, slab roller, extruder, banding wheel, kiln, scoring, toggle...

Vocabulary: Score and slip, leather hard, bone dry, greenware, bisque, kiln

FIBER

Suggested Objectives:

Formulate appropriate and successful designs for fiber work using the elements and principles of design.

Use of appropriate materials and techniques that comprise the craft areas of fibers

Construct various methods and applications of fibers to create an art piece

Demonstrate exceptional craftsmanship through successful completion of projects.

Employ proper terminology of new processes, equipment and materials.

Practice safe use of materials, procedures and equipment when working with fibers.

Evaluate traditional and contemporary fiber work.

Suggested Activities:

Basket Making: Reed (splint & round), coil, twining, paper, natural materials...

Weaving: cardboard, straw, tapestry, inkle, paper

Bookmaking: handmade paper (papermaking)

Silk Painting & Batik

Macramé, soft sculpture, marbling

Printmaking: block, relief, monotype, soft-cut, stamping

Suggested Materials, Tools and Vocabulary:

Silk, Muslin, natural fibers, stretcher bars, resist, dye...

Awls, tapestry needles, wax (beeswax, paraffin), molds, blenders